



Universidad
de Navarra

Asignatura: Creatividad (F. Económicas)

Guía Docente

Curso académico: 2014-15

Presentación

<http://www.unav.es/asignatura/creatividadeconom/>

Creatividad (F. Económicas)

Edite el contenido aquí

Competencias

Edite el contenido aquí

Programa

Edite su contenido aquí

Actividades formativas

Edite el contenido aquí

Evaluación

Edite el contenido aquí

Bibliografía y recursos

Edite el contenido aquí

Horarios de atención

Edite el contenido aquí



Asignatura: Diálogos europeos (F. Económicas)

Guía Docente

Curso académico: 2014-15

Presentación

<http://www.unav.es/asignatura/deuropeoseconom/>

Diálogos europeos (F. Económicas)

Dialogues Europe consists in two parts: Debate + Dialogue.

Structure of the Debate

- 5 Topics, 5 debates
 - 2 groups for each topic: YES vs NO
 - New group members for each topic
 - All group members research about the topic
 - 5 teams within each group
1. Define, outline
 2. Defend, explain, rebut
 3. Backup, extend, rebut
 4. Explain, sum up

5. Short essay (after dialogue)

As for the debate itself, it consists in 4 rounds of 7 minutes each, for each group

- 1st opening proposition, Group YES, Group NO
- 2nd opening proposition (rebut), YES, NO
- 1st closing proposition
- 2nd closing proposition

* Consider strategies (visit "Roles in a Debate")

Please, find additional information about the course

- 1: Topic of the debates & Group members: "Actividades formativas" section"
2. Link to sources about debate rules and tips: " Bibliografía y recursos" section



Adjunto el comentario enviado a Ibone Gómez para la preparación y dinámica de los debates, que lógicamente es para todos:

Estáis divididos en 5 subgrupos.

Antes del debate todo el equipo trabaja junto para encontrar fuentes, argumentos a favor de vuestra posición (en el plano político, histórico, social, institucional, económico). También tenéis que encontrar los argumentos en contra para saber cómo os van a atacar y preparar la defensa. Igualmente necesitáis saber los puntos fuertes y débiles de la posición contraria para preparar vuestro ataque.

Con todo esto tendréis que diseñar vuestra estrategia: cuántos argumentos de apoyo a vuestra posición poner en cada intervención, cuánto ataque y cuándo a la del rival. Decidir en qué momento sacáis el "killing argument".

Con todo esto cada uno de los 4 subgrupos prepara la estructura de sus 7 minutos de intervención.

En la sesión de debate del jueves entran en acción 4 subgrupos, que corresponde a las 4 rondas de debate de cada equipo.

En cada subgrupo habla solo una persona.

El primer subgrupo lo tiene "más fácil" ya que su intervención estará cerrada antes de empezar. Por eso esa intervención tiene mucha importancia porque no tiene excusas de improvisación y marca el debate del resto de intervenciones. Su único problema es que no sabe si habla primero o segundo.

Para las otras tres intervenciones de cada equipo están obligados a combinar las ideas y argumentos que ya estaban previstos (de defensa y de ataque) con la incorporación sobre la marcha de los argumentos y ataques que haya lanzado el equipo rival. Por eso los miembros de esos 3 subgrupos podrán tomar notas y cuchichear para ajustar la estructura de su debate, mientras los otros subgrupos están interviniendo. Pero ojo, si molestan, el juez puede dictar penalización contra el equipo.

Por todo lo dicho, se entiende que es necesario hacer una puesta en común previa al debate, para que todos los subgrupos conozcan todos los argumentos a favor y en contra, para poder saber cómo utilizarlos en su intervención.

Finalmente, el subgrupo 5 va tomando notas durante el debate y durante el diálogo, para seleccionar aquellos argumentos a favor (y en contra del rival) que hagan más convincente su posición en el ensayo de 500 palabras.

El plazo para entregar el ensayo es el jueves de la semana que viene.

Nota adicional: los que redactan el ensayo deben entregar también un documento aparte con la lista de todos los documentos usados por el equipo para la preparación de los argumentos del debate. Deberán valorar cada documento, con nota de 1 a 10, con respecto a dos criterios: a) credibilidad/ autoridad de la fuente y sus autores. b) solidez/rigor del contenido.

Otro apunte importante: los 8 que hablan en público en el debate 1 no vuelven a hablar en un debate siguiente hasta que haya pasado el resto de la clase. Es decir, en debate 2 presentan los que no han presentado en debate 1. En debate 3 presentan los que no lo hicieron en 1 y en 2.

Se agradecerá que los que quieran compartan en Twitter durante el debate fotos del debate, argumentos, usando el hashtag #debateELG

Competencias

Edite el contenido aquí

Programa

Topic 1: The future of Europe



Debate topic 1: Union of States Vs European Federation

Guest speaker: Iñigo Méndez de Vigo –Secretario de Estado de España ante la Unión Europea

Actividades formativas

Debate 2: The roots of Europe. ¿A reference to Christianity in the European Consitution?

Group A: Yes

Alfonso	Hermoso Sota
Ana Patricia	Fanjul Alemany
David	Eslava Anoz
Fernando Miguel	Benavides Canales
Francisco Manuel	Nadal Busto
Germán	Barba Castro
José Ricardo	Díaz Gómez
Juan Ignacio	Güenechea Rodríguez
Marc	Herrero Faura
María	Chiva San Román
Maria Lourdes	Nagore Valiente

Group B: NO

Ibone	Gómez Olagüe
Ignacio	Gómez Bujarrabal
Ines	Huete Arrieta
Iñigo	Peña Medrano
Jaime	Ibarra Aguirre
Rocío	Isasi
Marta Maria	Miranda Sancho
Mélanie	Kubbinga
Pedro	González Jiménez
Sebastián Antonio	Coronel Hamilton
Taren Alan	Shaw
Yannick	Voit De La Piedra

Debate 1: The future of Europe. Union of States Vs Federal Europe.



Group A: Union of States

Alfonso	Hermoso Sota
Ana Patricia	Fanjul Alemany
David	Eslava Anoz
Fernando Miguel	Benavides Canales
Francisco Manuel	Nadal Busto
Germán	Barba Castro
Ibone	Gómez Olagüe
Ignacio	Gómez Bujarrabal
Ines	Huete Arrieta
Iñigo	Peña Medrano
Jaime	Ibarra Aguirre

Group B: European Federation

José Ricardo	Díaz Gómez
Juan Ignacio	Güenechea Rodríguez
Marc	Herrero Faura
María	Chiva San Román
Maria Lourdes	Nagore Valiente
Marta Maria	Miranda Sancho
Mélanie	Kubbinga
Pedro	González Jiménez
Sebastián Antonio	Coronel Hamilton
Taren Alan	Shaw
Yannick	Voit De La Piedra

Evaluación

60% Quality of analysis/arguments (Team)

10% Essay (Team)

30% Presentation skills (Individual)

(Based in the results of all 5 debates)

Bibliografía y recursos

Link to:

[World debate Website](#) (Rules, communication tips)

[International Debate Education Association](#) (International Competition)

The sections especially useful are:



Universidad
de Navarra

- * [Research of information.](#)
- * [Speaking Style](#)
- * [Public speaking tips](#)
- * [Roles in a debate](#) (keep the ideas and tips, while the roles won't apply exactly to our debate system)
- * [Summary of key ideas](#)

Horarios de atención

Edite el contenido aquí



Universidad
de Navarra

Asignatura: Financial Accounting I (F.Económicas)

Guía Docente

Curso académico: 2014-15

Presentación

<http://www.unav.es/asignatura/accountingeconm/>

Financial Accounting I (F.Económicas)

This course provides an introduction to financial accounting, which will enable the students to produce, understand and analyze basic financial statements. The course focuses initially on how to recognize, to record and to value economic events, and how to prepare the primary financial statements that summarize a firm's economic transactions (basically, the balance sheet, and the income statement).

Room: A8 (Wednesday 18:00 - 20:00; Thursday 16:00-18:00)

Degree in Economics and the Degree in Economics + Leadership and Governance Program

First Semester (Compulsory course)

Learning language: English

Competencias

1. Transversal Competences

Logical reasoning development

To enhance the graduate's ability of analyzing and synthesizing the issues under study

2. Specific Competences

To know and handle properly the fundamental concepts and methods of Finance



To acquire awareness of the ethical dimension of professional practice

To know the very nature of the relationship between law and economics

To apply the mathematical reasoning and quantitative techniques in order to understand and analyze economic reality.

Programa

	DATES	TOPIC	READINGS
LECTURE 1	Wed. 9/3 Thu 9/4	Introduction	Basic: CH 1 Advanced: Healy & Palepu (2001)
LECTURE 2	Wed. 9/10	The recording process	Basic: CH 2
LECTURE 3	Thu. 9/11 Wed. 9/17	The accounting cycle	Basic: CH 3 Basic: CH 4 Basic: CH 4
Homework #1	Fri. 9/27	Due by 9:00 am	
LECTURE 4	Thu. 9/18 Wed. 9/25 Thu. 9/26	Merchandising operations and Inventories	Basic: CH 5 Basic: CH 5 & CH 6 Basic: CH 6
LECTURE 5	Wed. 10/1 Thu. 10/2	Fraud, Internal control and Cash	Basic: CH 7 Advanced: Dechow, Sloan & Sweeney (1996); Beneish (1999)
	Wed. 10/8 Thu. 10/9	Accounting for receivables	BASIC: CH 8
Homework #2	Wed. 10/15	Due by 9:00 am	
Mid term #1.A	Wed. 10/15	Lectures 1-5	
Mid term #1.B	Thu. 10/16	Lectures 1-5	
LECTURE 6	Wed. 10/22 Thu. 10/23 Wed. 10/29	Plant assets, natural resources and intangible assets	Basic: CH 9
LECTURE 7	Thu. 10/30 Wed. 11/5 Thu. 11/6	Liabilities	Basic: CH 10 Advanced: Wahlen, Baginski & Bradshaw (2008) CH 6, pp. 439-521
Homework #3	Fri. 11/7	Due by 9:00 am	
LECTURE 8	Wed. 11/12 Thu. 11/13	Corporations: Organization, Stock Transactions, Dividends, and Retained Earnings	Basic: CH 11
LECTURE 9	Wed. 11/19 Thu. 11/20	Investments	Basic: CH 12 Advanced: Wahlen, Baginski & Bradshaw (2008) CH 7, pp. 522-629
Homework #4	Fri. 11/28	Due by 9:00 am	



Grading: The course grades will be assigned using the following weights:

Homework, 30% (For grading purposes all homework assignments will be given the same weight)

First Midterm, 30%

Final Exam, 40%

To get a “pass”, students taking the class must a) achieve a grade of 50% or higher in the final exam to get a "Pass", and b) achieve a grade of at least 50% in the total course grades. There is no possibility of earning extra credit or of changing the above weights.

Bibliografía y recursos

Main Textbook

Jerry J. Weygandt, Paul D. Kimmel, Donald E. Kieso: “Financial Accounting. IFRS Edition”, Ed Wiley, 2011

[Find this book at the Library](#)

Role of Textbook and Advanced Lectures Notes:

The textbook covers the basic material in the course. The lectures will cover the more important and difficult material as well as some additional material not covered in the textbook. The class schedule at the end of the syllabus indicates the material we will cover in class. Homework and exams **will be based exclusively on material covered in lecture.** Lecture notes (PowerPoint slides) will be posted prior to class on the course website. The lecture notes briefly summarize the material in the lectures.

Advanced references

James M. Wahlen, Stephen P. Baginski, Mark T. Bradshaw: “Financial Reporting, Financial Statement Analysis, and Valuation: A Strategic Perspective”, Seventh Edition, Ed South Western Cengage Learning, 2008

P.M. Healy, K.G. Palepu, “Information asymmetry, corporate disclosure, and the capital markets: A review of the empirical disclosure literature Journal of Accounting



Universidad
de Navarra

and Economics 31 (2001) 405–440

Patricia M. Dechow, Richard G. Sloan, and Amy P. Sweeney, “Causes and Consequences of Earnings Manipulation: An Analysis of Firms Subject to Enforcement Actions by the SEC,” *Contemporary Accounting Research* (Spring 1996), pp. 1–36.

Messod D. Beneish, “The Detection of Earnings Manipulation,” *Financial Analyst Journal* (September/October 1999), pp. 24–36.

Important webpages

Financial Accounting Standards Board: www.fasb.org/home

International Accounting Standards Board: www.ifrs.org/home

Instituto de Contabilidad y Auditoría de Cuentas (Ministerio de Economía, Gobierno de España): <http://www.icac.meh.es/>

Horarios de atención

Office Hours / Location: Fridays 9-13 (by appointment) / office 2540



Universidad
de Navarra

Asignatura: Financial Accounting II (F.Económicas)

Guía Docente

Curso académico: 2014-15

Presentación

<http://www.unav.es/asignatura/accounting2econom/>

Financial Accounting II (F.Económicas)

In this course students will learn how to record complex business transactions, relative to long lived assets (including intangible assets), short and long term debt, and financial investments. At the end of the semester, particular attention is paid to the accounting treatment of leases and income taxes.

Room: M3 (Tuesday 9:00 - 13:00;)

Degree in Economics and the Degree in Economics + Leadership and Governance Program

Second Semester (Compulsory course)

Learning language: English

Edite el contenido aquí

Competencias

1. Transversal Competences

Logical reasoning development

To enhance the graduate's ability of analyzing and synthesizing the issues under study

2. Specific Competences

To know and handle properly the fundamental concepts and methods of Finance



To acquire awareness of the ethical dimension of professional practice

To know the very nature of the relationship between law and economics

To apply the mathematical reasoning and quantitative techniques in order to understand and analyze economic reality.

Programa

	DATES	TOPIC	READINGS
LECTURE 1	1/13; 1/20; 1/27	Acquisition and disposition of Property Plant and Equipment	Basic: CH 10
LECTURE 2	2/3; 2/10	Depreciation and Impairments	Basic: CH 11
LECTURE 3	2/17; 2/24	Intangible assets	Basic: CH 12
LECTURE 4	3/3	Current Liabilities, Provisions and Contingencies	Basic: CH 13
LECTURE 5	3/10; 3/17	Non-Current Liabilities	Basic: CH 14
LECTURE 6	3/24; 3/31; 4/14	Investments	Basic: CH 17
LECTURE 7	4/21	Accounting for income taxes	Basic: CH 19
LECTURE 8	4/28	Accounting for leases	Basic: CH 21

Actividades formativas

Course handouts: Class notes, homework assignments, and solutions to problems will be available on the course website.

Class Website: To access the course website, go to the Aula Virtual ADI

Classroom Environment: I expect that students will be prepared for class. I suggest the following routine:

1. Before class, read the lecture notes posted on the course website.
2. Take notes in class. After class download and review the lecture notes.
3. If you are having difficulty, read the specified pages of the textbook and work through the end of chapter problems and solutions to supplement your understanding of the material.
4. If you are still having difficulty, take advantage of my office hours, upon appointment.

I also expect that you will **treat this course as a professional engagement**. I highly



Universidad
de Navarra

Wahlen, Baginski and Bradshaw (2011): Financial Reporting, Financial Statement Analysis, and Valuation, ed. South-Western Cengage Learning, seventh edition

Horarios de atención

Office Hours / Location: Monday 17-20 and Tuesday 13-14 (by appointment) / office 2540



**Asignatura: Fundamentos jurídicos Internacionales (F.
Económicas)**

Guía Docente

Curso académico: 2014-15

1. PRESENTATION

Fundamentos jurídicos Internacionales (F. Económicas)

- **Mandatory course. ECTS:** 4,5
- **IN** class hours: 45 hours.
- **OUT** of class hours: 32 hours (individual or in group).
- **Second year**, first semester of E, L & G.
- **The whole course** is developed in English.

- **Kick off session:**

-September 1st 2014 – 18.00 to 20.00 - “Amigos” Building – Class A8.

- **Regular sessions:**

-All Mondays from 18.00 to 20.00 – “Amigos” Building – Class A8.

-All Wednesdays from 20.00 to 21.00 – “Amigos” Building – Class A8.

- **Last session:**

-December 17th from 16.00 to 19.00 – “Amigos” Building – Class **A1**.

- **Professor:**

Iñigo González Inchaurrega

e-mail: igonzalez@iridoi.com

www.inigogonzalez.net

2. INTRODUCTION

International Legal Foundations (ILF) is a mandatory course for all participants of the Economic, Leadership & Governance program. This is a course for all students with an interest in Global Law and



future economists who want to be aware about international legal practice. The target of the course is to make all participants familiar with the origin of International law, its evolution towards a Global law, with the main issues of what we call “Global economic law” and, finally, with the most important matters related with the concepts of universal justice without and human rights. This area of public law is highly challenging, because all economist involved in international affairs knows they will have to develop their professional activities in a fast changing legal environment that need a constant updating of international legal knowledge. In this course we will learn the main basic concepts and we will acquire the skills to be able to update our knowledge as fast as the market requires it.

3. TARGETS & SKILLS

3.1. To develop the next skills

GENERAL SKILLS

1. Development of logical reasoning.
2. Capacity for analysis and synthesis of the issues addressed.
3. To develop oral communication skills.
4. To develop team work capacity.
5. Punctuality and ethical behaviour in daily procedures.
6. Interdisciplinary overview of international legal and economic issues.
7. Initiation into basic research techniques. Develop skill in critical writing in short essays.

SPECIFIC SKILLS

1. Capacity to understand basic concepts international legal foundations.
2. Understand basic ideas of the different legal traditions of the world to form opinions about the reality of global law environment.
3. Become aware of the ethical dimension of professional work.
4. Understand basic aspects interconnected between international law and international economics.
5. Capacity to ask and answer relevant questions about international legal issues with an overview of the knowledge acquired.
6. Basic legal knowledge, knowing how to explain in a concise and precise, the administrative structure of the legal system the WTO, its sources, subjects it and its basic operating system performance.
7. Ability to apply a dynamic group the basic rules of negotiation and mediation in conflict resolution.
8. Capability to find and understand basic international legal sources, and make a critical analysis by discovering the main points of the text.
9. Capacity to read and understand basic legal texts.
10. Capacity of legal oratory and capability to express the ideas appropriately, persuasively and convincingly, to the audience.

3.2. Results of learning

The student will be able to explain basic legal contents of the program, establishing relations between



international legal issues and international affairs, arguing critical reasons, in essays and oral presentations (individual and in team).

4. PROGRAM

4.1. General structure of the course & Working areas

1. From International law to Global law
2. Global Economic Law
3. Universal Justice and Human Rights

4.2. General curricular track (45 sessions)

Working areas (# sessions)	Tracks to follow
1. From International Law to Global Law (25 sessions)	1.1. Kick off sesión (1) -Wellcome - Presentation & justification of the course. -Targets, procedures and general norms. 1.2. Origin and development of international law (12) 1.2.1. International law; concepts & definitions 1.2.2. The State and it international representation 1.2.3. State's competences over citizens. 1.2.4. Land territory 1.2.5. Maritime law 1.2.6. Uses of air space 1.2.7. Relations between International law and domestics laws. 1.3. Towards a Global Law (12) 1.3.1. The crisis of international law.



	<p>1.3.2. International law and the globalization of law.</p> <p>1.3.3. Global Law, a Challenge for Our Time.</p> <p>1.3.4. Legal Principles of Global Law (Justice, Reasonableness, Coercion, Universality, Solidarity, Subsidiarity, Democratización).</p> <p>1.3.5. The 20 rules of Global Law.</p>
2. Global Economic Law (10)	<p>2.1. From GATT to WTO. The Development of Economic Global Law (6)</p> <p>2.1.1. The Making of a New World Order. The Battle of Bretton Woods (Keynes Vs Harry Dexter White).</p> <p>2.1.2. The Negotiation Rounds & The Uruguay Round (1947-1986).</p> <p>2.1.3. The born of the WTO (1986-1995).</p> <p>2.1.4. The WTO starts to run; A Challenge for 21st Century.</p> <p>2.2. Are property rights clear in international practice? (4)</p> <p>2.2.1. The intellectual property rights</p> <p>2.2.2. The case of the People's Republic of China</p> <p>2.2.3. Who is the owner of the air? What about the water?</p> <p>2.2.4. Who is the owner of internet?</p> <p>2.2.5. Is there any owner of the outearth space?</p>
3. Universal Justice and Human Rights (8)	<p>3.1. The use of force keeping the peace (2)</p> <p>3.1.1. Armed conflicts & international regulations</p> <p>3.1.2. Resolutions of conflicts</p> <p>3.2. Human rights and contemporary International law (6)</p> <p>3.2.1. Can we talk about an International human right law? Laws of Burgos</p> <p>3.2.2. The Universal Declaration of Human Rights? Is this law or just ethereal rights?</p>



	3.2.3. Is there any fair war? 3.3.4. What is the Rule of Law?
6. Midterm exams or final presentations (4)	

5. TRAINING ACTIVITIES

This course will be taught in an interactive format. Students will be expected to arrive at class prepared for the topic and especially cases of the day. The class schedule has assignments to prepare before class and tutorials- any students having difficulty in a particular area is expected to consult additional readings. Students will be called upon to discuss the assigned readings and will present case presentations in class (individually or in group).

The professor views his role as an educator of legal professionals; as such the class will not be taught with an eye to the exam but will instead be taught to develop critical legal thinking in the area of international legal foundations. Doing conference with professor Gonzalez is highly recommended for those students who need additional explanations of concepts.

Among each of three areas of the Program of the course is divided, the students will have to carry out different practical tasks –text analysis, watch two movies, write some short essays, etc.- that will help to understand the contents of the course. Thus, all students will have to share and debate in class their proposals and defend their conclusions.

6. GRADING SYSTEM

6.1. General evaluation:

Evaluación	Value in % of each training action
The student meets its commitments, is punctual, does not amuse with the phone, internet and other elements in class.	10%
Class participation.	10%
Individual essays (Professor will value: style, tone, technique, reasoning / inference, organization of ideas, understanding, correct sentence formation, critical analysis of the topic).	20%
Individual public presentations.	10%
Written teamworks, (Professor will value: presentation of the written file, presentation of the working team. Professor will value if participants provide solutions, if students drive changes and lead ideas. Professor will value if the team has worked beyond their means.	10%
Public presentations with class' team.	10%



Midterm exams.	10%
Final team presentation is the final exam. Professor will evaluate the general knowledge of International legal foundations that every sible student shows, but also how the team presents in public the different tasks.	20%

6.2. Extraordinary evaluation:

Individual assignment on the topics of the course is required if there is not successfully completed any task.

7. BIBLIOGRAPHY AND OTHER RESOURCES

7.1. Basic bibliography

[Find these books at the Library](#)

- McCAFFREY, STEPHEN (2005): *Understanding International Law*. Newark, NJ, Lexis Nexis.
- DOMINGO OSLÉ, RAFAEL (2010): *The New Global Law*. Cambridge, Cambridge University Press.

7.2. Links

- *International Center for Law and Economics*

<http://laweconcenter.org>

- *World Trade Organization*

<http://www.wto.org/>

- *United Nations Organization*

<http://www.un.org/en/>

8. SCHEDULE FOR CONFERENCE

All Wednesdays at "Amigos" Building from 17.15 to 18.15.



Asignatura: Fundamentals of Finance C

Guía Docente

Curso académico: 2014-15

1. General info

Fundamentals of Finance C

Professors:	Dr. Ian P.L. Kwan	Prof. Carmen Aranda León
Office:	4030 (La Torre)	3070 (La Torre)
Email:	ikwan@unav.es	maranda@unav.es
Telephone:	948 425 600 (ext 802496)	948 425 600 (ext 802789)
Language/in-charge:	English section	Spanish Section

Dr. Kwan will give most of the classes in the English Section

Teaching dates:	1 September 2014 onwards
School/ Dept:	School of Economics and Business/ Business
Type of course:	Fundamental/ Basic
Course credits:	6 ECTS = 60 hours class time
Semester:	First
Undergrad degree:	First year of: <ul style="list-style-type: none">- International Degree in Management (IDM)- International Degree in Economics (IDE)- Global Management and Law (GML)- Global Economics and Law (GEL) Second year of: <ul style="list-style-type: none">- Economics, Leadership and Governance (GOV)



Other:

- Exchange students who are taking the first course in Finance
- Liberal arts students

Teaching Schedule: Group A: IDM / I on Tues 18:00-20:00 and Fri 15:00-17:00

Group B: GML/ GEL on Wed and Fri at 9:00-11:00

Group C: IDE/ GOV on Wed 16:00-18:00 and Thu 18:00-20:00

2. Subject Info

Subject description:

This course aims to provide the first year students with a sound introduction to the use of mathematics in business and personal finance applications. After attending this course, the student should be able to:

(1) Set out and solve problems and real cases involving concepts of simple interest, compound interest and annuities; (2) Know the financial vocabulary both in English and in Spanish.

Taking this course will help students acquire the following competences and skills: (1) Improve logical reasoning; (2) Improve analytical and synthesis skills; (3) Improve autonomous learning skills; (3) Improve work-time organization; (4) Improve work-team abilities.

Emphasized learning outcomes from the study of this module are: (1) Be able to solve problems with the concepts of simple and compound interest and annuities; (2) Be able to apply these concepts to real life situations such as home-loans, bonds and capital budgeting decisions.

Subject objectives:

In accordance with the Memorandum of Approved Studies (la memoria de título verificada), the aim of this course is to provide the students with a sound introduction to the uses of mathematics in business and personal finance applications.

The student should be able to:

- Set out and solve problems and real cases involving concepts of simple interest, compound interest and annuities.
- Know the financial vocabulary both in English and in Spanish.

2a. Competences

Core Competence Acquisition:



Students should acquire core competences that develop and improve their:

- Logical reasoning skills.
- Capacity of analysis and synthesis.
- Skills for autonomous learning.
- Skills of task planning and time management.
- Ability to work in teams.
- Sense of responsibility in work and dedication to tasks.
- Public speaking and presentation skills in English.
- Ability to critique others and self-criticism.
- Punctuality and good work ethic.
- Leadership and innovation skills.

Specific Competence Acquisition:

Students should acquire the following specific competences:

- To know the most relevant aspects of financial products, time-value of money, and investment projects.
- To develop learning through case studies.

Student learning outcomes:

From the study of this module, students should:

- Be able to solve problems with the concepts of simple and compound interest and annuities.
- Be able to measure the return of an asset according to various measures.
- Be able to apply these concepts to real life situations such as simple stock valuations, bonds, and home-loans.
- Be able to use Microsoft Excel to solve problems involving the valuations of future cash flows.

Teaching methodologies:

The teaching of this subject combines theoretical lectures and practical classes, which include the tutorial and case work classes. In order to prepare the theoretical classes, students will have to read in advance the mandatory readings.

For the practical classes, students will have to prepare the problem sets at home before class starts. In addition, they will have to do the reports and hand them in on time. Both the detailed schedule of the course and all case material are available on ADI.

3. Subject Outline



This subject is made up of 60 hours of class time, which is equivalent to 60 ECTS. Students are expected to dedicate the same amount of personal time to study, preparation of the drill and problem sets and case work as the hours of class time. The approximate class time allocation given to the different topics are given below. The personal study time and work in groups and assignments are suggested times. Students should allocate their time according to their personal needs. At the start of the semester, a more detailed outline of what will be taught and when will be provided and students are expected to use this to prepare accordingly before coming to each class.

Topic 1: Introduction to Finance and Time Value of Money

- 1.1 Introduction to Finance
- 1.2 Concept of Time Value of Money
- 1.3 Problem of Finance Jargon
- 1.4 Self-learning Microsoft Excel and calculator skills

Theoretical classes	2 hours	Practical classes/ exam	0 hours
Personal study required	1 hours	Assignment/ group work	0 hours

Topic 2: Time value of money: Single cash flows

- 2.1 “interest on principal cash flow” perspective
- 2.2 “discount on final cash flow” perspective
- 2.3 “effective interest” perspective
- 2.4 Use of Excel to value single cash flows

Theoretical classes	4 hours	Practical classes/ exam	4 hours
Personal study required	10 hours	Assignment/ group work	0 hours

Topic 3: Time value of Money: Multiple cash flows

- 3.1 Valuation of Cash Flows (*a finite number of different cash flows*)
- 3.2 Valuation of Annuities (*a finite number of level cash flows*)



3.3 Valuation of Perpetuities (*an infinite number of level cash flows*)

3.4 Use of Excel to value a stream of cash flows

Theoretical classes	5 hours	Practical classes/ exam	3 hours
Personal study required	9 hours	Assignment/ group work	0 hours

Topic 4: Measuring asset performance

4.1 Types of asset performance measures

4.2 Rates of Return

4.3 Dollar Returns (dollar value)

4.4 Use of Excel to measure asset performance

Theoretical classes	6 hours	Practical classes/ exam	6 hours
Personal study required	10 hours	Assignment/ group work	1 hours

Topic 5: Applications in Finance

5.1 Stocks

5.2 Bonds

5.3 Mortgages

5.4 Use of Excel to in each of these applications

Theoretical classes	11 hours	Practical classes/ exam	17 hours
Personal study required	20 hours	Assignment/ group work	6 hours

Self-Learning Microsoft Excel

Microsoft Excel is a standard spreadsheet program that is probably the most widely used calculation software in the world of finance, economics, and accounting. You simply cannot do without learning this software! By the time you finish university, you should have reached intermediate to



advanced levels of skills in Excel.

However, in this subject, students will not receive specific lessons on Excel apart from a few tips here and there. Like most professionals who self-learned Excel or from learning-by-doing, we will follow this same pattern of learning: students are expected to begin learning by themselves how to use Microsoft Excel by doing the simple exercises that are set for each of the topics. The textbook by Biehler will be helpful in your self-learning. The Excel functions required to these exercises may be tested in your examinations.

It does not matter which version of Excel use as the basic functions used in this subject are available in versions early as Excel 2003. You may learn to use Excel in Spanish or in English, although it is recommendable that you learn the basic functions in both languages. Since Excel is itself a language, it will be helpful when you need to communicate with others in either English or Spanish.

4. Assessment

As with all subjects, students will receive a final grade out of 10 that consists of 100% of the assessments.

December Announcement (Total: 100%):

Mini-Exam 1:	5% (Topics 1, 2)
Mini-Exam 2:	15% (Topics 1, 2 & 3)
Final exam:	30% (All topics)
Class Preparation & Participation:	35% (Description below)
Case Group Video:	15% (Description below)

IMPORTANT NOTE: To pass this subject, you must first get a minimum of 4 out of 10 in the Final Exam before any other assessments are counted. If you get less than 4 in the Final Exam, then that will be your grade in December and you will have to take the June exam. If you get more than 4 in the Final Exam, your combined grade of the December Exam and other assessments must be at least 5 out of 10 to pass the subject.

Due dates of assessments:

Mini-Exam 2/ Mid-term Exam: Friday 10 October, 9:00 – 12:00h

Case Group Videos: (TBA)



Final Exam:

Friday 12 December, 16:00 – 19:00h
Aula 15, 16

June Announcement (Total: 100%):

June Exam: 40% (Date TBA)

Other assessments: 60% (From December
announcement)

Like the December announcement, to pass the subject you must first get a minimum of 4 out of 10 in the June Exam before Other Assessments will be counted, and the combined grade of June Exam and Other Assessments must be at least 5 out of 10.

Class Preparation and Participation:

Students are required to prepare before each lesson according to the Lesson-By-Lesson (LBL) Plan available in ADI. Preparation includes reading the set readings and doing the assigned drills and problem sets for the lesson. Each lesson, several students will be randomly selected to hand-in the completed assigned drills and problem sets. Completing this work well will increase your class preparation grade, while failure to hand-in or handing-in poorly completed work may mean points deductions.

Students are also required to participate in class by answering question regarding the lesson preparation material, asking interesting and well thought questions, and showing a keen interest in the topics. Good quality questions include ones that show you have thought about the problem but that there is something unclear that you want explained. Bad quality questions are those that show little thought about what has been said (repeatedly) before.

Mini-exams and Examinations:

All mini-exams and final examinations are closed-book and consist of problems that require setting out and solving. Some formulae may be given. The problems will be similar to those that appear in the Problem Sets and past exams (which are all available in ADI).



Grading criteria: Students solutions to problems will be graded according to *numerical accuracy* of solution, *clear step-by-step development* of solution, and *clear diagrams* that reflect fundamental financial thinking.

Missing the Final Exam will mean receiving a final grade of “NO PRESENTADO” (“NO SHOW”). If no written justification is provided and verified by the Director of Studies, then it is equivalent to failure.

Case work in groups:

Students will be required to solve a case in groups. You will be assigned to a group according to alphabetical order. A limited time will be given to solve the case. Your group will have to make a video recorded presentation of their solution, upload it to the internet, and email the link to the professor before the deadline (i.e. YouTube-like videos).

Grading criteria: the video should not last more than 3 minutes, and will be graded on the *accuracy of the solution*, *clear step-by-step presentation*, *clarity of speech and body language*, and *innovativeness*, which includes being original and humorous.

Repeating students:

If you are repeating this subject, you do not have to do the Case Group Video. Your Final Exam will be worth 50%. All other assessments are required, which means preparing each lesson, coming to class, and participating like everyone else.

Class Attendance:

Punctual class attendance is your responsibility. I will begin classes on time. If you are not in the classroom at the start of the hour, please do *not* come and your attendance will not be taken. Regular class attendance is also your responsibility. I will try to make the classes as interesting as possible and make it worth your time to attend. But if you don't want to come or cannot come for whatever reason, I am not going to hold it against you.



As a way of encouraging class attendance, I will take class attendance, but it will *not count* directly to your assessment. I will only look at your class attendance as a way of deciding whether your grade should be changed especially if your total final grade is on the borderline. For example, you receive a total of 6.9 in all your assessments, which is “Aprobado”. If you had more than 90% attendance and your class participation grade was also good, there is more chance I will be kind and increase the grade to 7.0, which means a “Notable”. If your grade is on the borderline between pass and fail, and your attendance was poor, then you deserve no kindness.

4a. When work is due

For your class preparation and participation grade, you need to prepare the drills and problem sets before coming to class. There are **two important dates** you need to be aware of:

1. **Group Due Date** is the date you need to complete the corresponding drills and exercises. You may be asked in class on the Group Due Date questions referring to these drills and exercises. Failing to do so adequately may not do any good to your class preparation and participation grade.
2. **Group Hand-in Date** is the date/time you need to hand-in the completed drills and exercises. Failing to hand-in will not do any good to your class preparation and participation grade.

Read the file in this [LINK](#) for your (1) Group Due Date and (2) Group Hand-in Dates. Check this document each week as **these dates may change without warning.**

5. Conduct

Code of Conduct

- Punctuality is required at all times. Students must be on time for classes. If you don't come on time, please do not come at all.
- If you cannot come to class for whatever reason, you may send an email before the start of the class with the reason and I will take note of it. However, your class attendance will still show that you did not attend that day.
- If you need to leave class early (e.g. to take a driving or TOEFL test), please see me before the start of class to tell me that you need to leave early.
- If you need to leave the class temporarily (e.g. to answer an urgent phone call or go to the restroom), just go and come back quietly and with minimum disturbance to your colleagues and to the class.
- Financial and scientific calculators are permitted, but computers, PDAs, mobile phones, and anything with communication capabilities are strictly prohibited into exams or quizzes.
- If you do not bring your calculator to an exam, or are missing other things for the exam, you will have to do without it. You will not be allowed to borrow anything from anyone once the exam has begun.
- There is no talking, socializing, or disruption of class (Classes can be fun, but you are here to learn



and so is the student next to you). Specifically, no mobile or smart phones, PDA, etc are allowed to be used during a class.

- Water is allowed, but no food or other drinks are allowed in class.

6. Resources

Required textbook

[Find this book at the Library](#)

- T.J. Biehler (2008) “The Mathematics of Money. Math for Business and Personal Finance”, McGraw-Hill Higher Education. (Available in the University library)
- <http://www.mhhe.com/biehler1e> : You can purchase premium access to the textbook's website.

Excel Websites

Students are expected to learn excel by themselves. You will asked to do exercises and hand-in work that is done in Excel. There are many website you can learn from and which you should discover by yourself. However here are a few that I find helpful, especially in converting between English and Spanish versions of Excel.

- <http://www.piuha.fi/excel-function-name-translation/index.php?page=espanol-english.html>
- <http://www.planillero.com/convert-formulas.aspx>

Recommended bibliography:

(“Recommended” means you do not need to get it, but are further sources you can use for your personal study).

- J.E. Rogers, Haney B. F (2000). “Mathematics of Business” Pearson Prentice Hall
- Pilar Maynar (2008), “La Economía de la Empresa en el espacio de educación superior”, McGraw Hill.
- Samuel A. Broverman, “Mathematics of investment and credit” ACTEX Academic series, 5th edition (2008).
- Jesús M^a Ruiz Amestoy, “Matemática Financiera – Ejercicios resueltos”, Ed. Centro de Formación del Banco de España.
- Eduardo Pérez Gorostidi (2003), “Introducción a la administración de empresas”, Ed. Centro de Estudios Ramón Areces.
- Eduardo Pérez Gorostidi, (2003) “Prácticas de administración de empresas”, Ed. Pirámide.

Other Websites:



<http://www.studyfinance.com>

<http://www.teachmefinance.com/bondvaluation.html>

<http://ahe.com>

<http://www.investopedia.com>

<http://www.beanactuary.org/exams/exams/>

7. Office hours, FAQ

Office hours

Office hours: Tues 12:30 - 14:00
 16:15 - 17:45

Make an appointment by clicking on this [LINK](#) to a Google Sheet.

Feel free to ask any questions concerning the subject after each lesson. If you have important or urgent needs (including justification for missing an exam or assignment deadline), first write an email to Ian Kwan (ikwan@unav.es) or you can call his office on 948 425 600 Ext. 802496.

Frequently Asked Questions & Answers

Student's FAQ (Frequently Asked Questions):

1. Do I really need to get the required textbook?
2. Where can I get the textbook from? Can I borrow it from someone else? Can I borrow it from the library? Which version should I get?
3. What do I do if I cannot go to class? What happens if I have an assignment due on a day I cannot go to class?
4. What happens if I don't hand in an assignment?
5. What should I do if I miss an exam?

Professor's FAG (Frequent Answers Given):

1. It is a required textbook, but I cannot force you to buy it so it depends on you. In the past, we did not use the textbook very much, but starting this academic year (2014-15) we will start to use it much more extensively. Many of the exercises in the Drill Sets will come from the textbook. If you don't have it you can't do the exercises. Many students have trouble with the vocabulary and need definitions. The textbook is good for this. If you are learning a subject for the first time completely in English, then you will probably need a textbook to help you through. We will use 50% of the textbook, especially the first five chapters and parts of the other chapters on applications. You will be expected to read most of it yourself as assigned reading. If you don't read it and you don't



understand what the content of the classes, then you can only blame yourself for not doing your own personal study.

2. You can get the textbook any way you like. Unfortunately the University bookstore does not generally stock books in English, so you will have to purchase it from an online store. The book can be a paper or electronic version; it's up to you. You can get the most recent version (third edition published in 2013) if you wish, although the first edition (from 2008) will be the one that I will use and refer to by page number. There are also old copies that you can buy from other students who took the subject before. You can also borrow the book from the library.
3. Going to class is your own responsibility. I will not take attendance of class. However, if you are not in class, you cannot get class participation grades. If you have assignments due on a day you cannot go to class, you should give them to a friend who should hand it in for you. If you miss the deadline, then that is also your responsibility (see related Q&A).
4. If you don't hand in an assignment, you will get a negative grade. If you could not hand in an assignment because of illness or truly exceptional circumstances, send me an email *stating your full name, group, class number, and reason* for not handing it in the assignment.
5. If you miss an exam with no prior written warning by email, you will automatically get zero with no chance of taking the exam at another time. If you cannot go to an exam because you are sick, you need to submit to the School Office a medical certificate to get authorization for your absence. Once the authorization has been obtained, your zero grade will be reconsidered.

8. Subject details

The following is a more detailed outline of the content of the subject. At the start of a semester, additional information will be provided on the Required Readings, Required Exercises, and a detailed lesson-by-lesson schedule of when these should be done so students can prepare adequately in advance for class.

Topic 1: Introduction to Finance and Time Value of Money

1.1 Introduction to Finance

- Valuation and cash flows
- Role of time and risk
- The problem of finance jargon – simple concepts with complex vocabulary

1.2 Concept of TVM

- TVM = time value of money; simply speaking "Time equals money".
- In general, the longer you invest your money, the higher the expected return.



1.3 Problem of finance jargon

- Finance, like all other subjects and professions, has its own technical vocabulary called jargon.
- Quite often different jargon terms have the same underlying meaning but used in ways that depend on the situation; this is a cause of confusion for students.
- Students need to be aware of this and focus on the financial thinking to avoid the confusion, especially when looking at the same concept in different textbooks.

1.4 Importance of self-learning excel and calculator skills

- In this subject and in most of your university and working careers, you will be expected to have intermediate to advanced skills in Microsoft Excel. However, you will need to learn these skills yourself and be required to produce work using Excel.
- You will not be required to take Excel into exams. You are expected to know how to use your business or scientific calculator.

Topic 2: TVM: Valuation of single cash flows

2.1 TVM: “interest on principal cash flow” perspective

- Simple interest – depends only on time, principal, and interest rate calculated on the principal; there is only one period in time
- Compound interest – depends on time, principal, accumulation of interest on principal, and the interest rate on the principal plus accumulated interest; there are multiple periods in time
- Future value vs. Present value using simple or compound interest

2.2 TVM: “discount on final cash flow” perspective

- Simple discount – depends on time, final cash flow, and discount calculated on the final cash flow; there is only one period in time
- Compound discount – depends on time, final cash flow, accumulation of interest on principal, and the interest rate on the principal plus accumulated interest; there are multiple periods in time

2.3 TVM: “effective interest” perspective



- Effective interest rate
- Effective discount rate – not used often, but to illustrate the parallel between interest and discount
- Future value vs. Present value using effective interest or discount rates

2.4 Use of Excel to value single cash flows

Topic 3: TVM: Valuation of multiple cash flows

3.1 Valuation of Cash Flows (*a finite number of different cash flows*)

- The value of an asset is equal to the sum of the present value of each future cash flow.
- The general valuation formula for future cash flows.
- “Moving” cash flows from present to future and from future to present

3.2 Valuation of Annuities (*a finite number of level cash flows*)

- If future cash flows are the same and are of a finite number, the general valuation formula can be simplified.

3.3 Valuation of Perpetuities (*an infinite number of level cash flows*)

- If the future cash flows are the same and are continue infinitely into the future, the general formula can be simplified even more.

3.4 Use of Excel to value a stream of cash flows

Topic 4: Measuring asset performance

4.1 Types of asset performance measures

- Percentage returns: dividend yield, total returns



- Dollar returns (or dollar value): capital gain, accounting return, economic return
- Introduction to risk and diversification (not part of syllabus à Finance 1)
- Risk adjusted returns / Sharpe ratio (not part of syllabus à Finance 1)

4.2 Rates of Return

- Simple (or arithmetic, absolute, total) rates of return
 - Holding Period Rates
 - Annual Percentage Rates
- Effective (or geometric) rates of return
 - Effective Annual Rates & CAGR
 - Internal Rate of Return
- Effects of inflation on rates of return

4.3 Dollar Returns (dollar value)

- Simple dollar returns (capital gain, accounting dollar value) – no TVM
- Net present value (economic dollar value) – includes TVM

4.4 Use of Excel to measure asset performance

Topic 5: Applications

5.1 Stocks

- Dividend discount model

5.2 Bonds

- Characteristics: par value, coupon amount, coupon rate, coupon frequency, maturity
- Primary and secondary sales of bonds
- Premium vs. discount vs. par bonds



- Coupon paying vs. Zero coupon bonds
- Calculating yield to maturity
- Constructing and interpreting a yield curve
- Bond ratings and investment risk
- Hold to maturity vs. secondary sales and coupon reinvestment risk, etc.
- Clean vs. dirty prices

5.3 Mortgages

- Amortization table
- Floating vs. fixed rate mortgages
- Making extra payments

5.4 Use of Excel to in each of these applications

9. Group C: IDE/GOV

This is GROUP C -- IDE (International Degree in Management) and GOV (Economics, Leadership, and Governance)



Universidad
de Navarra

Asignatura: Instituciones europeas - La expansión europea (F. Económicas)

Guía Docente

Curso académico: 2014-15

Presentation

<http://www.unav.es/asignatura/inseuropeaseconom/>

Instituciones europeas - La expansión europea (F. Económicas)

Professor

Alina Szypulewska-Porzczynska, PhD

Jean Monnet Chair of European Integration

Collegium of World Economy

Warsaw School of Economics

Al. Niepodleglosci 162

02-554 Warsaw, Poland

aszypu@waw.pl

3 ECTS elective course for Business and Economics undergraduate students. Compulsory for students enrolled in the ***Economics, Leadership and Governance*** program. 30 sessions of 45 minutes each (2 sessions a day, from February 2nd to February 20th, 2015).

Aim of the course

The course intends to give you an in-depth introduction to the institutions of the European Union. Therefore, it overviews the multi-level framework in which the European institutions exercise their functions; examines their various natures; reveals institutional change in the EU; and effects of the euro-zone crisis on it. This course will also introduce you to the main theoretical frameworks to better



understand the work of the EU institutions in decision-making process.

Objetives

The course intends to give the Students an in-depth introduction to the institutions of the European Union. Therefore, it overviews the multi-level framework in which the European institutions exercise their functions, it examines their various natures, reveals institutional change in the EU, and effects of the euro-zone crisis on it. This course also introduces the Students to the main theoretical frameworks to better understand the work of the EU institutions in decision-making process.

Therefore, after fulfilling this course, the Student shall be able to:

- show knowledge about all of the most important EU institutions and the logic behind the EU's institutional framework;
- indicate various ways of how to influence EU policy-making;
- critically reflect on the relation between European institutions and between member states and European institutions.

The lectures are the core of this course and therefore the Students will be encourage to attend the lectures and take active participation in it. Learning activities will also include a few short single-handed exercises. The aim of these exercises is to get the Students a better feel for roles of European institutions and get acquainted with the European Institutions websites. The details to understand exercises will be provided during the lectures

Course schedule

Part I – INTRODUCTION

2h

Understanding the EU as a political system

Lelieveldt H., Princen S. (2011), pp. 277-297.

2h

An overview of institutional structure and institutional change in the EU

Peterson J., Shackleton M (2012), pp. 1-43.

Part II – COMPOSITION, FUNCTIONS AND POWERS

OF EUROPEAN INSTITUTIONS

2h

European Council

Peterson J., Shackleton M (2012), pp. 43-68.



Council of Ministers

Peterson J., Shackleton M (2012), pp. 68-96.

Exercise “The European Council and Council meetings”

Read the agendas and outcomes from the latest meetings of both the European Council and the Council and identify examples of the different roles of these EU institutions.

<http://www.consilium.europa.eu/press?lang=en>.

2h

European Parliament

Peterson J., Shackleton M (2012), pp. 124-148.

Exercise “Directive on the reverse charge mechanism in relation to supplies of certain goods and services susceptible to fraud”

Follow the legislative track of the directive and see to what extent the original proposal has been modified by European Parliament. What does the case teach you about the role of the European Parliament?

<http://www.europarl.europa.eu/oeil/home/home.do>;
2009/0139(CNS).

2h

European Commission

Peterson J., Shackleton M (2012), pp. 96-124.

Exercise: “Commission approves SGR Valencia's restructuring plan”

Read the press release on the decision adopted by the European Commission on 13.05.2013 and determine which EU competition rule the Commission has enforced. What does the case teach you about the role of the Commission?

Daily News – 13.02.2014 at: <http://europa.eu/rapid/midday-express.htm>.

2h

Court of Justice

Peterson J., Shackleton M (2012), pp. 148-173.



Exercise: “Vueling Airlines SA v Instituto Galego de Consumo de la Xunta de Galicia”

Read the opinion of advocate general Bot for the Court of Justice delivered on 23 January 2014 and determine which type of ruling it is about. What does the case teach you about the role of the Court?

<http://curia.europa.eu/juris/document/document.jsf?doclang=EN&text=&pageIndex=1&part=1&mode=lst&docid=146683&occ=first&dir=&cid=103471>.

2h

European Central Bank

Peterson J., Shackleton M (2012), pp. 199-219.

Exercise: “The Troika”

Read the speech by Benoît Cœuré, Member of the Executive Board of the ECB, he gave during the ECON Committee meeting on 13 February 2014 and find out what were the circumstances under which the Troika was set up and the ECB's role in it.

<http://www.ecb.europa.eu/press/key/date/2014/html/sp140213.en.html>.

2h

Court of Auditors, Economic and Social Committee, Committee of the Regions

Peterson J., Shackleton M (2012), pp. 241-265 and 359-382.

Part III – EUROPEAN INSTITUTIONS AND INTEREST REPRESENTATION

2h

Representation of interests in the EU and in the EU institutions

Lelieveldt H., Princen S. (2011), pp. 51-55 and 105-175.

Exercise: “The Brussels Business”

Watch a recent documentary on lobbying in the EU and identify different types of interest groups in Brussels, the impact they have and strategies they use to affect the EU institutions. Do your answers correspond to what has been said during the lecture? http://www.youtube.com/watch?v=0Kngj1K2a_c



Part IV – LEGISLATION AND DECISION-MAKING IN THE EU

2h **Types of decisions and decision-making procedures in the EU**
Lelieveldt H., Princen S. (2011), pp. 79-96.

2h **Decision-making in the EU institutions**
Lelieveldt H., Princen S. (2011), pp. 96-103.

Part V – THEORIZING EU POLICY-MAKING

2h **The New Institutionalisms**
Wiener A., Diez T. eds. (2009), pp. 125-143.

2h **European Governance**
Wiener A., Diez T. eds. (2009), pp. 91-104.

Part VI – WHAT DID THE EURO-ZONE CRISIS CHANGE?

2h **EU institutional framework for crisis management**

2h **Power shifts among member states and the European institutions**

Europe's crisis of institutions, Forum Presseurop debate, held at the European Parliament in Brussels on June 4, 2013, <http://www.presseurop.eu/en/content/blog/3840641-forum-presseurop-debate-2-europe-s-crisis-institutions>.

Stefano Micossi, How the EZ crisis is permanently changing

EU institutions, CEPR Policy Insight No 65, April 2013.

Exam

Textbooks and other Resources

Recommended textbooks:

1. John Peterson, Michael Shackleton, The Institutions of the European Union, Oxford University Press, 2012.
2. Herman Lelieveldt, Sebastiaan Princen, Politics of the European Union, Cambridge University Press, 2011.
3. Antje Wiener, Thomas Diez, eds., European Integration Theory, Oxford University Press, 2009.



Universidad
de Navarra

[Find these books at the Library](#)

Useful links to the websites of all the major EU institutions:

<http://europa.eu/>

www.europarl.europa.eu

www.consilium.europa.eu

<http://ec.europa.eu/>

<http://curia.europa.eu/>

<http://www.ecb.europa.eu/>

www.eca.europa.eu

www.eesc.europa.eu

<http://cor.europa.eu/>

www.eib.org

www.eyf.org

Evaluación

Edite el contenido aquí

Horarios de atención

Edite el contenido aquí

Bibliografía y recursos

Edite el contenido aquí



Universidad
de Navarra

**Asignatura: Principles of Business Administration C (F.
Económicas)**

Guía Docente

Curso académico: 2014-15

Introduction

<http://www.unav.es/asignatura/pbusinadminceconom/>

Principles of Business Administration

ECTS: 6 (150 hours)

Instructor: Pedro Mendi (pmendi@unav.es)

Degree: Economics, Leadership, and Governance.

Year: Second.

Semester: Second (January-May).

Course type: Basic.



Universidad
de Navarra

Department: Business.

Language: English.

Class schedule:

-
- Wednesdays, 6:00pm-7:45pm. Room 8, Amigos Building.
-
- Thursdays, 6:00pm-7:45pm. Room 8, Amigos Building.
-

Short description:

Principles of Business Administration offered during the second half of the second year in the Degree in Economics, Leadership, and Governance. Its main purpose is that students be exposed to the four basic management functions: planning, organizing, leading, and controlling. Selected topics will also be discussed, including marketing, globalization, and CSR.

Competences

Students are expected to develop throughout the course a number of general and specific competences:

GENERAL COMPETENCES

1. Development of logical reasoning.



2. Ability to analyze and summarize issues being studied.
3. Self-motivation and self-overcoming.
4. Sense of effort and responsibility.
5. Ability to communicate verbally.
6. Ability to work in teams.
7. Ability to critically evaluate one's own work.
8. Fostering innovation and leadership abilities.
9. Task planning and time management.
10. Punctuality and work ethic.
11. Ability to learn in an autonomous way.
12. Introduction to basic research techniques, as well as written exposition of results in short papers, although with elaborate contents.
13. Working knowledge of English in order to make use of scientific references in this language, and be able to write papers and make oral presentations in English.
14. Raise awareness of ethical, social, and environmental problems related with business issues.

SPECIFIC COMPETENCES

In addition to the general competences listed above, the student is expected to acquire and develop the following competences that are specific to this course:

15. Acquiring a theoretical and practical knowledge of the firm, focusing on management and decision making, an introduction to market analysis, and a practical view of the essential tools for planning, programming and control that support these activities.
16. Knowing a firm's organizational structure, as well as the coordination/conflict relationships among different areas or departments that are part of it.
17. Knowledge of worksheets as a tool for decision-making.
18. Being able to analyze a firm's problems from the point of view of competitive strategy.
19. Analyzing practical cases.
20. Understanding the concept of strategy and being able to develop a formal process of strategy design.
21. Getting acquainted with economic, social, and technological trends that influence the definition of a firm's goals and strategies.



22. Identifying different firm attitudes towards changes in the environment, and its attitude towards innovation.

Program

1. Evolution of Management Thinking
2. Planning
3. Organizing
4. Leading
5. Controlling
6. Topics: Marketing, Business in a Global Environment, Ethics and Corporate Social Responsibility

Educational activities

Students are expected to actively take part in the activities listed below. In each case, a short description of what the activity consists on and what is expected from the student is provided. The preparation of cases and working out of problem sets will be carried out in groups of up to four students. The total number of hours that the student is expected to devote to all activities is 150.

In-class activities: 60 hours

1. Theoretical lectures: Attending lectures and discussing reading materials assigned to each particular lecture. Estimated time: 30 hours.
2. Presentations and discussion of cases. In-class analysis of required cases. Estimated time: 15 hours.
3. Other in-class activities. Discussion of results of problem sets. Estimated time: 10 hours.
4. Midterm and final exams. Individual work. Estimated time: 5 hours.

Individual/group work: 90 hours

1. Preparation of cases and other presentations. Groups of up to four students. Estimated time: 20 hours.
2. Elaboration of process improvement proposal. Groups of up to four students. Estimated time: 25 hours.
3. Personal study, including reading in advance materials to be discussed in class. Individual work. Estimated time: 45 hours.

Calendar



The distribution of topics and activities may be found below:

Date	Topic	Activities	
		Wednesday	Thursday
January 14/15	Introduction/Planning	Lecture	Lecture
January 21/22	Planning	Lecture	Lecture/Case 1
January 28/29	Planning	No class	Lecture/Case 2
February 4/5	Planning	Lecture	Lecture/Case 3
February 11/12	Organizing	Case Competition	Lecture
February 18/19	Organizing	Lecture	Lecture
February 25/26	Organizing	Lecture	Lecture/Case 4
March 4/5		Midterms	
March 11/12	Leading	Lecture	Lecture/Report
March 18/19	Leading	Lecture	No class
March 25/26	Controlling	Lecture	Lecture/Case 5
April 15/16	Controlling	Lecture	Lecture
April 22/23	Topics	Lecture	Lecture
April 29/30	Topics	Lecture	Lecture
May 16		Final exam	

Assessment

1. May:

Midterm exam (March): 25 %

Case presentation: 15 %

Other in-class activities: 10 %

Process improvement proposal (April): 20 %

Final exam: 40 %

2. June:

Midterm exam (March): 25 %

Case presentation: 15 %

Other in-class activities: 10 %

Process improvement proposal (April): 20 %



Final exam: 40 %

Bibliography and resources

This is the recommended textbook:

Daft, R. (2010). Management. South-Western, Thomson Learning, First Edition.

[Find this book at the Library](#)

This pdf file contains an alternative reference:

<http://www.saylor.org/site/textbooks/Principles%20of%20Management.pdf>

Other useful references are:

Besanko, D., Dranove, D., Shanley, M. and Shaefer, S. (2003). Economics of Strategy, John Wiley and Sons, Inc., Third Edition.

Buller, P. F. and Schuler, R. S. (2006). Managing Organizations and People. Thomson Learning, Seventh Edition.

Ferrell, O. C., Hirt, G. Ferrell, L. (2006). Business: A Changing World. Fifth Edition, McGraw-Hill.

Kinicki, A., and Williams, B. (2010). Management: A Practical Introduction. Fifth Edition. McGraw-Hill.

Rue, L. and Byars, L. (2010). Management: Skills and Application.

Additionally, a number of readings will be distributed throughout the semester.

Office hours

My office hours during the second semester are:

- Wednesdays and Thursdays, from 9:30am to 11:00am.

Office number 2240, Amigos Building.

My email address is: pmendi@unav.es



Universidad
de Navarra

Asignatura: Probability and Statistics I C (F.Económicas)

Guía Docente

Curso académico: 2014-15

Introduction

<http://www.unav.es/asignatura/probstatistics1ceconom/>

Probability and Statistics I C (F.Económicas)

Department: Economics

School: Economics and Business Administration

This web site contains information for students of: Economics (IDE), Business Administration (IDM), and double degrees Economics/Business Administration + Law (**GEL/GML**)

Year: 2º

Organization: First academic semester, from September to December

Number of ECTS: 6 cr (150 h)

Type of course: Mandatory ("obligatoria").

Language: English (IDE/IDM/GEL/GML) and Spanish (ADE/ECO/DAE/DEE)

Schedule:

-
- IDM: Tuesday and Wednesday 12:00-14:00 hs, room 02.
-
- IDE: Monday 16:00-18:00 hs (room 08) and Thursday 12:00-14:00 hs (room 02).
-
- GEL/GML: Monday 18:00-20:00 hs and Tuesday 15:00-17:00 hs, room 06.



•

Professor: Stella Salvatierra Galiano (ssalvat@unav.es)

Teaching Assistant: Arinze Nwokolo (anwokolo@alumni.unav.es)

Competences

The objective is to offer tools from Probability and Statistical Inference to analyze practical problems in Economics and Management. Students will also analyze real data.

Transversal goals:

1. Develop logical reasoning.
Capacity to be analytical and synthetic.
Capacity to learn by oneself.
Capacity for teamwork.

Specific objectives:

1. Know basic concepts of Probability and Statistical Inference and Statistical Inference
2. Know the importance of Statistical Inference in Economics and Business problems.
3. Use appropriate software to run data analysis

Objectives of the Degree in Economics:

1. Apply mathematical reasoning and quantitative tools to Economics problems
2. Apply quantitative techniques, methodologies and software in an efficient way to solve an Economics project

Objectives of the Degree in Management:

1. Use appropriate software to help the decision making process
2. Apply quantitative techniques, methodologies and software in an efficient way to solve a Management project

Program

1. Introduction to Statistics.

- Decision making under uncertainty: population and sample.
- Stages in decision making: data, descriptive statistics, statistical inference.
- What is Data Science?

2. Probability.

- Random experiment, sample space.



- Properties of a probability.
- The interpretation of "probability"
- Conditional probability

3. Random variables

- Discrete and continuous random variables
- Probabilities for random variables
- Expectation
- Variance
- Moments
- Cumulative distribution function
- Tchebyshev's Inequality

4. Popular distributions

- Binomial distribution.
- Poisson distribution
- Uniform distribution
- Gaussian distribution.
- Exponential distribution.

5. Bivariate distributions

- Random vectors
- Joint distributions
- Covariance
- Correlation coefficient
- Independence of random variables
- Expectation and variance of functions of random variables.
- The bivariate normal distribution

6. Data analysis.

- Qualitative and quantitative data.
- Graphics.
- Mean, median and mode.
- Measures of dispersions.
- Quantiles.
- Indexes
- Analysis of two variables: dispersion graphics, covariances and correlation, linear relationship between two variables.
- Conditional probability
- Law of total probability
- Bayes' theorem

6. Introduction to statistical inference

- Population and sample



- Random sample
- Estimators, statistics.
- Sample distributions.
- Point estimation. Maximum likelihood method.
- Confidence intervals

Methodology ("Actividades formativas")

This course includes different activities:

Theoretical classes (36 hours). The emphasis will be in the applications of the concepts and exercises rather than in theorems.

Problem solving classes (8 hours). Students will have to solve exercises every week and will have problem solving classes with the TA.

Labs (4 hours) using STATA and EXCEL

Data analysis Project (40 hours). Students must show proficiency in Descriptive Statistics.

- They will work in teams on a real data analysis project
- Each group will have no more than 5 members. Students will send the team members to Stella Salvatierra (ssalvat@unav.es) by September 25th.
- The description of the project and the database will be available by October 1st.
- Each team will meet Stella Salvatierra on the week of October 27-31, to check partial project goals.
- Final presentation of the projects will be on November 10-14. Each group will have to turn in a written report. For the oral presentation, each team will have 7 minutes to speak about the main results. The schedule for the presentations will be available by November 3rd.

Tests (2 hours): There will be a test after points 1-4 of the contents shown at "Program" (one test after the completion of each point).

Midterm exam (3 hours): Date to be announced.

Final Exam (3 hours): Date to be announced

Office hours: Students can stop by office 4060 every Monday (2:30-4:00 pm), every Thursday (10:30-11:00 am), or make an appointment by sending an e-mail to ssalvat@unav.es

Each student will have approximately 54 hours to solve exercises, attend office hours, read and study.

Assessment

To pass the subject, the final mark must be higher than or equal to 5 AND the grade of the final exam must be higher than or equal to 4.

In December, the final mark will be a weighted average according to:



- Data analysis project: 20%
- Tests: 2.5% each one
- Midterm exam: 25%. Theoretical and applied questions
- Final exam: 50%. Theoretical and applied questions

For those who did not pass in December, there will be a second chance in June according to the following weights:

- Midterm exam: 20%. Theoretical and applied questions
- Data analysis project: 20%
- Final Exam in June: 60%. Theoretical and applied questions.

Bibliography and Resources

Main text:

[Find this book at the Library](#)

- Douglas A. Lind, William G. Marchal and Samuel A. Wathen. *Statistical Techniques in Business & Economics*, McGraw-Hill.

Suggested texts:

- Sheldon M. Ross, *Introductory Statistics*, Academic Press Inc.
- Spiegel, M., Schiller, J., Srinivasan, R., *Probability and Statistics*, 4th. Ed., McGraw Hill.

Office Hours

Stella Salvatierra, office 4060:

- Monday, from 2:30-4:00 pm
- Thursday, from 10:30-16:00 pm

Arinze Nwokolo, office 0490

- Wednesday, from 5-6 pm
- Friday, from 12noon-1pm



Universidad
de Navarra

Asignatura: Probability and Statistics II C (F.Económicas)

Guía Docente

Curso académico: 2014-15

Introduction

<http://www.unav.es/asignatura/probstatistics2ceconom>

Probability and Statistics II C (F.Económicas)

Department: Economics

School: Economics and Business

Degrees: Economics and Business Administration

Study plan: IDE, GOV

Year: 2nd

Organization: Second semester (January - May)

ECTS credits: 6

Type: Required

Language: English

Instructor: Austin Lee Nichols (anichols@unav.es)

Competences

The overall goal is to provide students with tools of **statistical inference** and **modelling** in order to analyse practical problems of Economics and Business.



In terms of **knowledge**, at the end of the course students should be able to:

- Acquire basic knowledge of sampling.
- Learn basic methods of statistical inference and linear models, such as analysis of variance and simple linear regression.
- Identify and analyse the limitations of the methods and models learned.
- Complement the theoretical tools learned, using appropriate software to solve problems and exercises.
- Apply knowledge database related to practical problems of Economics and Business.

In terms of **abilities** or skills, students will develop the ability to:

- Analyze and synthesize the case studies discussed problems and applying the learned models and methodologies.
- Interpret the solutions.
- Communicate the results.
- Compose written reports from both technical and non-technical way. The latter will allow a better communication with other departments.
- Develop a critical capacity.
- Develop an autonomous learning.

In terms of **attitudes**, the student will:

- Maintain an attitude of constant effort and constant improvement.
- Plan tasks for better time management.
- Exercise ethics and punctuality in the workplace.
- Maintain continuous interaction with the teachers of the subject.
- Manage work in groups.

Methodology

1. **Lectures and problem solving.**
2. **Computer laboratory sessions.**
3. **Exams** (midterm and final exams) and **class quizzes.**
4. **Out of Class Work.**
5. **Exercises.**

Possible changes in the methodology would be announced in class and posted on this website.

Assessment

The **final grade (May)** of this course consists of:



Quizzes - 10%

Exercises - 10%

Mid-Term Exam - 30%

Final Exam - 50%

The **June exam** counts as 70% of the total grade while the combination of the above assignments corresponds to the remaining 30%.

Details:

Final Exam (50%). I have scheduled a cumulative final exam for the semester. The questions will be similar to the quizzes and exercises that you complete throughout the semester. Basically, you will be presented with several statistical problems representing all of the topics that we discussed throughout the semester. Your grade will reflect your ability to provide complete solutions to those problems.

Mid-Term Exam (30%). You will also have a mid-term exam aimed at testing your knowledge of the first half of the course. Specifically, the mid-term will have questions related to the topics of Estimation and confidence intervals, One-sample tests of hypothesis, and Two-sample tests of hypothesis.

Exercises (10%). During the semester, you will complete several out of class exercises. For each topic that we complete, I will assign several exercises from the corresponding chapter in the Lind book. The exercises must be completed independently, and will be due the day after we finish that topic. You must hand them in to me, with all work shown, at the beginning of class.

Quizzes (10%). Randomly throughout the semester, I will assign you an exercise from the book at the beginning of class. You must complete the exercise individually and turn it in to me at the requested time.

Bibliography

[Find this book at the Library](#)

Lind, D.A., Marchal, W.C., Wathen, S.A. (2015). Statistical Techniques in Business and Economics, McGraw Hill, 16th edition. ISBN: 9781259095641

Newbold, P., Carlson, W.L., Thorne, B. (2013). Statistics for Business and Economics, Prentice Hall, 8th



Universidad
de Navarra

edition. ISBN: 9780273767060

Office Hours

~~Monday: 11am-12:30pm~~

Wednesday: 4:30pm-6pm

Other times by appointment

Files



Asignatura: Retórica (F. Económicas)

Guía Docente

Curso académico: 2014-15

Presentation & Goals

Rhetoric

Professor:

Xavier Oliver ([LinkedIn](#))

Rhetoric is the art of [discourse](#), an art that aims to improve the capability of writers or speakers to inform, persuade or motivate particular audiences in specific situations.

Its best-known definition comes from [Aristotle](#), who considers it a counterpart of both logic and politics, and calls it “the faculty of observing in any given case the available means of [persuasion](#)”.

It is an extremely important subject in today's over-communicated society because it is extremely difficult to attract employers, colleagues and customer's attention if not done with lots of intelligence, precision and enthusiasm. This course pretends to discover the hidden potential we have to communicate and, at the same time, learn techniques that will help to explain our ideas better and more effectively.

Instead of talking about Presentation Skills, Story Telling, Content Marketing or Effective Communications, we will use the structure that Aristotle, Cicero and Quintilian developed centuries ago but with the tools of today. The course will be completely interactive with cases and workshops. Group work and class open discussions will be essential to improve individual capacities.

Content

Rhetoric will be organized around eight different parts:

The 5 canons of Rhetoric:

1. **Invention:** the process of developing arguments
2. **Style:** determining how to present the arguments
3. **Arrangement:** organizing the arguments for extreme effect



4. **Delivery:** the gestures, pronunciation, tone and pace used when presenting the persuasive arguments
5. **Memory:** the process of learning and memorizing the speech and persuasive messages

The 3 types of rhetorical proof:

1. **6. Ethos:** How the character and credibility of a speaker can influence an audience to consider him/her to be believable—there being three qualities that contribute to a credible ethos: *perceived intelligence, virtuous character, and goodwill*
2. **Pathos:** the use of emotional appeals to alter the audience's judgment through metaphor, amplification, storytelling, or presenting the topic in a way that evokes strong emotions in the audience.
3. **Logos:** The use of reasoning, either [inductive](#) or [deductive](#), to construct an argument.

Teaching & Learning Approach

The course is completely interactive with cases and workshops.

Group work and class open discussions will be essential to improve individual capacities in this area

Evaluation

Evaluations will be based essentially on the participation in the discussions (60%) as well as with the written group reports and presentations (40%). Implication in the subject is paramount.



Universidad
de Navarra

**Asignatura: Sistemas políticos comparados - Conceptos
políticos fundamentales (F. Económicas)**

Guía Docente

Curso académico: 2014-15

Presentation

<http://www.unav.es/asignatura/spoliticoseconom/>

Comparative Politics

This class is an introduction to the study of Comparative Politics and it is a natural extension from your introductory class to political science. You will learn about some of the major concepts used in the study of comparative politics, and these will be discussed using frequent real-world examples from a variety of countries. The course will cover a wide range of issues, including the policies of modern states, varieties of democracy, authoritarianism, political culture, institutions, and interest groups. We also will discuss some relatively recent debates in comparative politics that have been important in the policy-making process, such as the role of the state in the economy, the economic success of autocratic regimes, and the growing influence of lobbyism in many developed democracies.

Basic Information

Class: Comparative Politics

Class Hours: 15:00-18:00

Aula: Edificio Amigos, Aula 8

Credits: 4,5 ECTS

Professor: Martin Rode (martinrode@unav.es)

Office: 2070 (2nd floor, hilera, Edificio Amigos)

Office Hours: Tuesday 10:00-12:00, (or make an appointment by email)

Program



Chapter 1: Comparative Methodology

Chapter 2: Policies of Modern States

Chapter 3: State Failure and Collapse

Chapter 4: Autocracies

Chapter 5: Democracies: Parliamentary Systems

Chapter 6: Democracies: Presidential Systems

Chapter 7: Interest Groups and Politics

Chapter 8: Bureacracy and the Public Sector

Chapter 9: Political Socialization and Culture

Chapter 10: Social Movements

Competences

Competences of the degree

- Development of logical reasoning in politics.
- Capacity to analyze and synthesize issues in comparative politics.

Competences of the subject

- Acquire theoretical and applied knowledge of basic methods and concepts in comparative politics.
- In-depth knowledge of how different democracies and autocracies work, given their institutional structure.
- Understand the policies of governments in modern states.
- Carry out comparative political analysis in a rigorous way.
- Discuss and develop real world examples.

Learning results

- The student passes the final exam in which the subjects' contents are evaluated.
- Capability of applying theoretical reasoning in a paper that analyzes a topic relevant to the class-material and present the results to the rest of the class.
- Ability to discuss theoretical and applied literature on diverse policy topics.

Important Dates

Final Exam: TBA

Essay hand-in: anytime before 10.05



Presentation dates: TBA

Evaluation, Methodology, Bibliography

1. Evaluation

- Ordinary examination Final exam: 20% Essay: 40% Presentation: 20% Continuous evaluation: 20% *contribution in class**
- **Contribution in class* is evaluated with 2 points towards the final mark for students that actively participate in debates. The essay is to be written by a group of 2 students with a maximum of 5.000 words. The results will be presented by each group in a 10 minute presentation at the end of the semester. A list of topics to choose from will be made available and the essay must employ the analytical tools or concepts explained in class. The ethical standards of a scientific working style apply. [Citation styles for papers](#) The exam is based on the theoretical lectures and will consist of short essay questions.

2. Methodology

- Theoretical classes are imparted and compulsory. Students should prepare the assigned texts and discuss them in class. This is a substantial part of the "contribution in class grade" you will receive.

3. Bibliography

Shively, Phillips (2013) *Power and Choice*, McGraw Hill, 13th edition.

[Find this book at the Library](#)

Other Bibliography: TBA



Universidad
de Navarra

Asignatura: Sociología para el Siglo XXI (F. Económicas)

Guía Docente

Curso académico: 2014-15

Presentación

<http://www.unav.es/asignatura/sociologiaeconom/>

Sociología para el Siglo XXI (F. Económicas)

What is Sociology? Why is it important to study it today in a world which is so incredibly globalized via economies, politics, communication, health etc? It is precisely for this reason that we need to have a basic understanding of how we are interconnected with each other. Underlying all events are stories and actions which have shaped those events.

We will learn to use our Sociological Imagination to understand the cultural and historical facts which have made powerful interrelated changes on the global economy, health, development, environment, education and more etc. Students will see how Sociology offers them a powerful set of tools to observe how people and things interact.

We will look at Sociology factually and theoretically and attempt to understand why each one of you is on planet Earth.

Elisabeth Anne Delgado Hoiler

edhoiler@unav.es

Competencias

Edite el contenido aquí

Programa

Part 1

Week 1: Introduction

- a. Christian social thinking & emergence of Sociology
- b. Historical Perspectives / Historical figures
- c. Sociological Imagination: C Wright Mills



Week 2: Research in Sociology

- a. How is it done? Is it important?

Week 3: In depth analysis of Theoretical Perspectives:

- a. Structural/Functional
- b. Symbolic Interactionism
- c. Conflict

Week 4: Social Culture and Socialization/Social Structures

- a. Agents of socialization
- b. Social groups/Early Cultures
- c. Micro/Macro Structures
- d. Global culture? Forces

Week 5: Communication as a changing force

- a. Social Media
- b. Television

Part 2

Week 6: Weber's Bureaucracy and Types Gov. Power

- a. Economies
- b. Importance of work

Week 7: Government

- a. Types of Authority
- b. Power & Authority-Trust in government-DDT
- c. Deviance -"Inside Job"
- d. Ferguson Riots in Missouri

Week 8: Inequalities of Race, Gender & Age

- a. Impact of Feminism-Swedish study
- b. Imbalance in Gender
- c. Demographic Winter

Week 9: Family/Marriage/Children

- a. Family importance within society
- b. Theoretical Perspectives



C. African Americans & Fatherhood

Week 10: Religion & Atheism

- a. Compare religions
- b. "God exists; I met him" & Hate for God
- c. Theoretical Perspectives
- d. The "Science of Happiness"

Part 3

Week 11: Stratification in global Perspective

- a. Social Class- Cultural dependency
- b. Global Poverty
- c. Imperialism & Colonialism
- d. Dependency theory, green revolution, Wallerstein

Week 12: Health, Global Medicine & Empathy

- a. Hippocratic Oath
- b. Historical perspectives
- c. Global Health, Globalization & Disease, Poverty & Imperialism

Week 13 : Population, Development & Environment

- a. Malthus vs. Simon vs. Ehrlich
- b. International Institutions
- c. Mother nature
- d. Global Warming / "Cool It" Movie

Actividades formativas

Edite el contenido aquí

Evaluación

Students will be asked to read **George Orwell's 1984**, participate in class discussion, read selected authors, write six papers and watch videos in class and out. There will be no midterm. The final exam is TBD. Readings will be placed on ADI.

Grading:

Six short papers: 10% each.

Final Exam: 30%



Attendance and participation: 10%

PLAGIARISM Any use of another person's words or ideas, taken directly or paraphrased, without citing the source is plagiarism; this includes taking material from the Internet without citing the website. If you have any questions about UNAV's policies on plagiarism ask me. If you have any questions on how to properly cite your sources please ask me. You are also encouraged to consult the Handbook for Writers of Research Papers or the Chicago Manual of Style. Students who are caught plagiarizing will receive a 0 (zero) grade.

If you plan to bring a laptop to lecture to take notes, I ask that you switch off the wireless capability. Other uses during class time – from checking email, to instant messaging, to chasing up references online – can be disruptive to others and detrimental to your own learning experience. I have my phone on silent so do the same with yours.

Bibliografía y recursos

2014 READING LIST for Sociology:

Week 1

Social Catholicism

http://pastoralplanning.com/23rdBookParts/CatholicSocialTeaching_SAMPLE.pdf

[//www.youtube.com/watch?v=ev733n-5r4g](http://www.youtube.com/watch?v=ev733n-5r4g)

C Wright Mills

http://search.credoreference.com/content/entry/jhueas/mills_c_wright/0

http://www.pravo.unizg.hr/_download/repository/C._Wright_Mills_Sociological_Imagination_The_Promise.pdf

Movie: Professor Mitch Duneier of Princeton talks about C. Wright Mills. <http://www.youtube.com/watch?v=CZOr7kLFjX4>

1-Paper Topic: Due September 11, 2014. To be turned in printed and at the beginning of class.

Using the analysis of C. Wright Mills, what dramatic event happening within Spain today can be looked at with a Sociological Imagination, that a private issue can be argued as a result of a public problem. Explain yourself thoroughly incorporating the thinking of C. Wright Mills. (Do not use the examples Dr. Duneier uses). The work should not be more than one page long, double spaced with a font size of 10- Arial.



Make sure you put your name on the paper.

Week 2

Research & Investigation in Sociology

http://en.wikipedia.org/wiki/Stanford_marshmallow_experiment

<http://sociology.about.com/od/Works/a/Asch-Conformity-Experiments.htm>

<http://sociology.about.com/od/Works/a/Milgram-Obedience-Studies.htm>

Week 3-Theoretical Perspectives

Understanding Theoretical Paradigms or Perspectives in Sociology (Structural Functional, Symbolic Interactionist, Conflict)

Structural Funtional Sociologist: Emile Durkheim Bio -

<http://durkheim.uchicago.edu/Biography.html>

Read "Social Catholicism" from Week 1 to compare with events surrounding creation of Durkheim's "Anneé Sociologique".

Video: YouTube: Would you still buy that dress after watching this? http://www.youtube.com/watch?v=t_mA9L1DSr8 (43 minutes long).

[Sociology.pptx](#)

Week 4- Culture & Socialization

Early childhood development: [http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077)

[matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077)

[September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077)

Are we socialized according to Gender? Norwegian Study on gender

<https://www.youtube.com/watch?v=tiJVJ5QRRUE>

Jean Piaget/ Cognitive

Development: <http://psychology.about.com/od/piagetstheory/a/keyconcepts.htm>

Herbert Mead: <http://plato.stanford.edu/entries/mead/#RoISelGenOth>



Universidad
de Navarra

Imaginative Play:

<http://online.wsj.com/articles/SB10001424052748703344704574610002061841322?gclid=COfy7t7V9cACFdMbtAodkyQAUw>

Early Language: <http://www.medicalnewstoday.com/articles/281670.php>

Child neglect: http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077

Goffman: Total institutions: [totalinstitutions.pdf](#)

Mass Incarceration, Family Complexity, and the Reproduction of Childhood Disadvantage<http://ann.sagepub.com/content/654/1/127.abstract>

<http://ann.sagepub.com/content/654/1/127.abstract>

#2-Paper Essay: Social media, would Jean Piaget agree or disagree that watching television often during the day is good for children? Explain. One page paper. Remember to check your English. Due: September 30th, beginning of class.

[Sociology\(1\).pptx](#)

Week 5- Socialization through Communication/ Media as an influential force

Trust in Government? Lobbying Pressure? Watch videos.

<http://www.youtube.com/watch?v=MMSEnIVFBQ0>

<http://www.youtube.com/watch?v=lpbc-6lvMQI>

http://www.youtube.com/watch?v=UVX6_LzX4mM

Wiki Leaks: To be discussed in government.

Week 6- Weber's Bureaucracy, Groups and Types of Government Power

Max Weber & Buraurcracies and Alienation:

<http://www.cf.ac.uk/socsi/undergraduate/introsoc/weber12.html>

Formal Organizations: <https://www.inkling.com/read/sociology-richard-schaefer-9th/chapter-5/understanding-organizations>



What is a bureaucracy? <http://www.sparknotes.com/us-government-and-politics/american-government/the-bureaucracy/section1.rhtml>

Economic systems #1: <http://www.cliffsnotes.com/sciences/sociology/economics-and-politics/predominant-economic-systems>

Economic systems #2: Types of Economic systems: Read 4 pages including & up to Reaganomics. <http://www.shmoop.com/economic-systems/types.html>

Groups: <http://www.cliffsnotes.com/sciences/sociology/social-groups-and-organizations/social-groups>

Week 7 - Government

Purpose of Government: <http://www.ushistory.org/gov/1a.asp>

Types of Government Power:

<http://www.cliffsnotes.com/sciences/sociology/economics-and-politics/politics-and-major-political-structure>

Immigration: <http://www.economist.com/blogs/economist-explains/2014/07/economist-explains-5>

Immigration: <http://www.cfr.org/immigration/us-immigration-debate/p11149>

WikiLeaks: Assange & Manning & Free press & Diplomacy:

New York Times: http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all&_r=0 + Watch Video also on this link.

1. <http://www.extension.harvard.edu/hub/spotlight/press-freedom-age-wikileaks>

2. <http://news.harvard.edu/gazette/story/2010/12/working-with-wikileaks/>

3. (Part 1) <http://yaleglobal.yale.edu/content/wikileaks-fallout-part-i>

(Part 2) <http://yaleglobal.yale.edu/content/post-wiki-world-part-ii>

(Part 1) **WikiLeaks Ravage 1:** <http://yaleglobal.yale.edu/content/internet-ravage-part-i>

(Part 2) **WikiLeaks Ravage 2:** <http://yaleglobal.yale.edu/content/internet-ravage-part-ii>

Paper # 3: WikiLeaks Paper: Due October 21, 2014. Beginning of class. Explain yourself thoroughly. Double spaced with font size 10-Arial.

Choose to be either a reporter or a diplomat working at the time Mr. Assange



releases all the diplomatic cables to the public. What is your opinion of making all the information public? Is it the right of the people to know? What about making diplomatic secrets public? Should there be a limit to freedom of speech?

Power Point Presentation: [Sociology\(2\).pptx](#)

Week 8 - Inequalities in Race, Gender and Age

Gender Inequality in 1st world:

Top Management Jobs: <http://blogs.hbr.org/2014/09/most-people-dont-want-to-be-managers/>

Are we socialized according to Gender? Norwegian Study on gender
https://www.youtube.com/watch?v=tiJVJ5QRRUEwhy_women_dont_want_top_jobs.docx

PDF: [why_women_dont_want_top_jobs\(1\).docx](#)

Regrets: http://www.nytimes.com/2013/03/10/opinion/sunday/is-there-life-after-work.html?ref=opinion&_r=2&

<http://www.iol.co.za/lifestyle/people/regrets-from-other-side-of-glass-ceiling-1.1496272#.VE609ovF-Fc>

http://ec.europa.eu/justice/gender-equality/gender-pay-gap/index_en.htm

Gender Wage Gap:

http://www.jec.senate.gov/public/?a=Files.Serve&File_id=0f18b974-080c-446b-8fbd-072b3bf9aba6

Age: Movie: <http://www.youtube.com/watch?v=lZeyYIsGdAA>

Age discrimination: <http://www.forbes.com/sites/lizryan/2014/01/31/the-ugly-truth-about-age-discrimination/>

Fear of Success: <http://fearofsuccess.blogspot.com.es>

A Functionalist perspective on Race and Ethnicity is that Functionalists believe that in terms of understanding ethnic stratification it is possible to achieve a value consensus in wider society regardless of cultural variations between ethnic groups in society. Functionalists believe that Ethnic groups need to become assimilated into mainstream or dominant culture. A key assumption behind this approach is that although societies go through a period of adaptation with an influx of immigrant groups that it naturally manages to stabilise itself through absorption.



Functionalists theorise that when immigrants become assimilated into the host society they can participate in the benefits of the host society, such as upward social mobility.

Group Paper Topic: Group size 4-5 to a group. One page long, just the same as the others. Everyone needs to contribute to the writing of paper.

Read the articles on the attached links "Are Gypsies Really the Greatest Problem Europe is Facing?" <http://www.smh.com.au/world/are-gypsies-really-the-greatest-problem-europe-is-facing-20131026-2w87d.html>.

Spain's Tolerance of Gypsies: <http://content.time.com/time/world/article/0,8599,2019316,00.html>

Read the articles thoroughly. After you understand the articles, think how it relates to our discussion on Race Discrimination. The Gypsies argue that they are discriminated against but the other Europeans argue that the Gypsies do not want to integrate into society. What do you think the problem really is? Is it discrimination (by the Europeans) or is there a lack of willingness to integrate (by the Gypsies) completely in European society? What solution to this problem do you propose?

Week 9 - Family, Marriage, Children

Durkheim and Family: Pgs 1-7 [DurkheimPg1 .png](#) [DurkheimPg2.png](#)
[DurkheimPg3.png](#) [Durkheim-4.png](#) [Durkheim-5.png](#) [Durkheim-6.png](#) [Durkheim-7.png](#)

Unwed Parenthood: http://www.nbcnews.com/id/39993685/ns/health-womens_health/t/blacks-struggle-percent-unwed-mothers-rate/#.VE7A8ovF-Fc

Marriage & Poverty:
<http://www.heritage.org/research/reports/2012/09/marriage-americas-greatest-weapon-against-child-poverty>

Family: http://www.vatican.va/holy_father/john_paul_ii/letters/documents/hf_jp_ii_let_02021994_families_en.html

When functionalists look at marriage and family, they examine how they are related to other parts of society, especially the ways they contribute to the well-being of society.

Week 10/ Religion & Atheism

[Sociology\(3\).pptx](#)

Paper topic: Read the information on the following links. Imagine you are a Functionalist who believes that the purpose of government is to make laws which promote the common good and help the country and society function well. What would a Functionalist say after reading the links you see below? Do



the laws create confusion and is that confusion beneficial to society? Please only one page long. Remember, to make you point clear and concise.

<http://georgewbush-whitehouse.archives.gov/news/releases/2004/04/20040401-3.html>

<https://litigation-essentials.lexisnexis.com/webcd/app?action=DocumentDisplay&crawlid=1&doctype=cite&docid=60+S.+Cal.+L.+Rev.+1209&srctype=smi&srcid=3B15&key=a529765c1e6d27676b6a09c4ebf0a071>

<http://law.justia.com/constitution/us/amendment-14/31-abortion.html>

http://www.abort73.com/abortion_facts/us_abortion_law/

Part 3 Week 11: Population, Demography, Sustainable Development

Population: The Population Puzzle: Boom or Bust <http://www.scribd.com/doc/58320775/Population-Puzzle-Boom-or-Bust-by-Laura-E-Huggins-Hanna-Skandera>

<http://www.juliansimon.com/writings/Norton/> (Read Chapter 2 & 7)

<http://www.juliansimon.com/writings/Articles/CATONEW.txt> "Is population a drag on development?"

<http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/data-sheet.aspx> (Download 2014 World Population Data Sheet)

http://www.prb.org/pdf14/2014-world-population-data-sheet_eng.pdf

<http://www.foreignaffairs.com/articles/65735/jack-a-goldstone/the-new-population-bomb>

Paper Topic: Regarding predictions of population, how influential was Paul Ehrlich's book "The Population Bomb", written in 1968, in influencing public opinion and in defining US political policy regarding population control in the 1970's? Make sure you mention the Club of Rome,

Week 12- Stratification in Global Perspective/ Economics & Global Economy / Neo Colonialism & Global Warming/ Conclusions

[Sociology\(4\).pptx](#)

Pope John Paul

II, http://www.vatican.va/holy_father/john_paul_ii/encyclicals/documents/hf_jp-ii_enc_04031979_redemptor-hominis_en.html (Read 12-22)



Universidad
de Navarra

First Things: <http://www.firstthings.com/article/1999/12/john-paul-ii-and-the-crisis-of-humanism>

http://online.wsj.com/article_email/SB125883405294859215-IMyQjAxMDI5NTI4NDgyMzQ0Wj.html

Harvey, David. (2005). "Introduction," "Freedom's Just Another Word ...," in A Brief History of Neo-liberalism, 1 - 38.

<http://www.sok.bz/web/media/video/ABriefHistoryNeoliberalism.pdf>

Gershman, John & Alec Irwin. (2002). "Getting a Grip on the Global Economy," Crisis," in Dying for Growth: Inequality and the Health of the Poor, Edited by Jim Yong Kim et al, 11 – 43

Professor Raghuram Rajan - <https://www.youtube.com/watch?v=QIHYiVrT7Ag>

The State, State-Society Relations and

Developing Countries' Economic Performance

<http://www.diva-portal.org/smash/get/diva2:123090/FULLTEXT01.pdf>

The Nairobi speech

Address to the Board of Governors

by Robert S. McNamara, President, World Bank Group

Nairobi, Kenya, September 24, 1973

http://juerg-bergi.ch/Archiv/EntwicklungspolitikA/EntwicklungspolitikA/assets/McNamara_Nairobi_speech.pdf

Possible Exam Questions:

1. With reference to alienation (Marx), anomie (Durkheim), and rationalisation (Weber), what are the similarities and differences in the hopes and fears that the classical theorists had for the future of society?
2. Understand the different sociological perspectives relating to power, types of government, religion and family.



Universidad
de Navarra

Horarios de atención

Edite el contenido aquí